

# SILENT



# WORKER.

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Written for THE SILENT WORKER.

## THE NEW YORK INSTITUTION.

**Next to Hartford, The Oldest and One of the Largest Institutions for The Deaf in the World.**

THE New York Institution for the Instruction of the Deaf and Dumb, while founded about a year later than the American Asylum at Hartford, may yet, perhaps, dispute with her the title of the parent of American schools for the Deaf. Seventeen of those who since the year 1818 have been employed as teachers in this institution have been called to take charge, under the title of Principal or of Superintendent, of similar schools, and twenty-seven have gone as teachers to other institutions. Two subsequently became college presidents of national reputation (Dr. Barnard of Columbia and Dr. Chapin of Beloit) and three held professorships in colleges.

For a long term of years the New York Institution, under its able management and with the services of a corps of teachers of an exceptionally high order of ability, was looked upon as above all others the model for the newer schools to copy, and it is not too much to say that its impress is yet to be seen in institutions from the Atlantic to the Pacific and the Gulf of Mexico.

Although, as has been said, the foundation of the New York Institution dates from the year following that of the Hartford School, yet its origin was entirely independent of it. The act of incorporation was dated April 15th, 1817, (by a curious coincidence the very day on which the American Asylum was opened to receive pupils) and on the 20th of May the actual work of teaching was begun, under Mr. A. O. Stansbury, who had been in the Hartford Institution during the year it had been open. The school increased in numbers and secured aid from the State—it is curious to note that a large part of its income was derived from the tax on lotteries—and in 1827 a fine site was secured, consisting of ten acres of land at Fifth street and Fifth avenue, then quite remote from the city and surrounded by woods and farms. Partly by State aid, but principally by liberal contributions from the Board and from other citizens, suitable buildings were erected which furnished adequate accommodations until 1853, when new premises were purchased fronting on the Hudson River from 162d to 165th street and comprising thirty-seven and one-

half acres. The old property was sold to Columbia College and the present magnificent buildings were put up on the new site. It is proper, perhaps, to use this expression, although several of the buildings were erected later, but the original plan was so designed as to include everything that has since been added in a harmonious whole.

Although the architectural growth of the institution has been natural and symmetrical, the Board have

taocratic." Strict and even stern in discipline, ambitious, studious, profiting by the assistance of men as able as himself yet easily holding his ascendancy, he kept the institution at the front during his Principalship of thirty-six years.

He was a firm believer in the value of industrial training, and although the methods of those early days were somewhat crude, yet his services to the cause of deaf-mute education, in implanting the germ of manual train-

the pupils the meaning of written words. Although his system will now find little favor, it cannot be denied that he showed decided ability in framing and in advocating his plan of instruction and that he contributed much to the discussion which has resulted in so marked an advance since his day.

Unfortunately, he was entirely incredulous as to the possibility of oral teaching, and opposed it with the force of his strong nature.

Had he been less uncompromising in his opposition, the New York Institution might have had the honor of leading in this direction.

Retiring in 1867, he was succeeded by his son, Dr. Isaac Lewis Peet, who held the position of Principal until, his health being no longer equal to the duties of the place, he was honored by the Board with appointment as Emeritus Principal.

The younger Dr. Peet, who, in 1867, succeeded his father, excelled above all as a teacher, and especially in the line of language. Many of his pupils became really superior writers and he succeeded in inspiring in a remarkable degree the love of reading and in forming a correct taste in literature.

He was the first teacher of the High Class of the New York Institution, which, until the founding of the Washington College for the Deaf, gave the most advanced teaching for deaf-mutes in the country.

Mr. Enoch Henry Carrier, the present Principal, who was appointed to the post in 1893, is a native of Massachusetts, and has been, during the whole of his professional life, connected with the New York Institution.

For many years he was at the head of the articulation department, and in that capacity made himself widely known by the invention of the Duplex Hearing Tube, an instrument by which the teaching of speech to the partially deaf was much facilitated. Since he has been at the head of the Institution, it has taken a new start in several directions. A finely equipped gymnasium, under the charge of a thoroughly trained instructor, offers the means of physical culture, with the result of improving the health and increasing the strength of the pupils of both sexes, giving them an erect and graceful carriage and strengthening the lungs for articulation work.

A kindergarten department has been put in successful operation, a cooking class among the female



ENOCH HENRY CARRIER,

*Principal New York Institution for the Instruction of the Deaf and Dumb.*

always realized that a school is primarily not a thing of bricks and mortar, but of brains. In 1831, Mr. Harvey Prindle Peet, who had been for eight years a teacher in the Hartford Institution and at the same time the steward, was appointed Principal. Dr. Peet, as he is generally known from the title of LL.D., subsequently conferred upon him, was a fine specimen of the New England character at its best. The son of a plain farmer, he had, with a tall and powerful frame, the commanding features, the dignity and grace of bearing and the courtliness of manner which are spoken of as "patrician" or "aristocratic."

He was the author of a series of text-books in language—Peet's Course of Instruction—which enjoyed a wide popularity for many years. His theory of language teaching was that the course should be based on conscious analysis of language forms, and should proceed in a logical order—logical, that is, to one studying the language as a subject by itself, apart from its practical use in expressing the pupil's spontaneous thoughts. Taking this view of the subject, it was natural that he should be a firm believer in the sign-language, which he considered necessary to explain to

pupils has been established and is proving useful and interesting, and plans have been formulated and accepted for building a greenhouse at a cost of \$10,000, for the teaching of floriculture.

The Institution stands on the precipitous banks of the Hudson, commanding a fine view of that noble stream and of the rocky Palisades beyond. The principal buildings, five in number, are grouped together, four of them forming a square and enclosing the fifth.

The material is yellow Milwaukee brick, with trimmings of gray stone. The front contains offices, reception-rooms and quarters for the Principal and for teachers and officers. The central rotunda affords space for a fine collection of birds, minerals and other interesting objects. The library is rich in books on education, especially the education of the deaf, many of which are old and exceedingly rare. A separate library of books adapted to the reading of the pupils is kept in a room conveniently accessible to them.

At right angles to this building, and connected with it through the rotunda, is the building containing the kitchen, the pupils' dining-room and the chapel. At the left of the front building, touching it at the corner only, and extending to its rear is the girls' wing, with all the necessary arrangements for health and comfort. A corresponding wing to the right of the front building is devoted to the occupancy of the boys. Some twenty yards back of the end of these wings, but connected with them by covered ways, is the school building, running parallel with the front build-

ing, and containing besides the school-rooms proper, the gymnasium and the rooms of the art department.

The industrial building, some hundred yards to the right and rear of this group, contains rooms for the printing, wood-working and shoe-making departments. Near this is the admirably planned fire-proof boiler and engine house. On the summit of the hill of the main group of buildings is the old Monroe mansion house, now used as the Kindergarten Department of the school, with separate play-grounds and gymnasium for the happy youngsters.

The plan of the main buildings, while open, no doubt, to serious objection on the ground of allowing insufficient light and air, is yet a very convenient one, and the system of ventilation intelligently selected and put in by the Board at enormous expense has overcome all difficulties in the way of thorough ventilation.

Taken all in all, we may safely pronounce the New York Institution, as at present organized, a progressive, well equipped, highly successful school.

#### ABOUT THE TONGUE.

"The boneless tongue so small and weak  
Can crush and kill," declared the Greek,  
The tongue destroys a greater horde,"  
The Turk asserts, "than does the sword."  
The Persian proverb wisely saith  
"A lengthy tongue—an early death,"  
Or sometimes take its foes instead.  
"The tongue can speak a word whose speed,"

Say the Chinese, "outstrips the steed."  
While Arab sages this impart:  
"The tongue's great storehouse is the heart."

From Hebrew wit the maxim sprung,  
Though feet should slip, ne'er let the tongue  
The sacred writer crowns the whole,  
"Who keeps his tongue doth keep his soul."

#### THE DEAF AND DUMB.

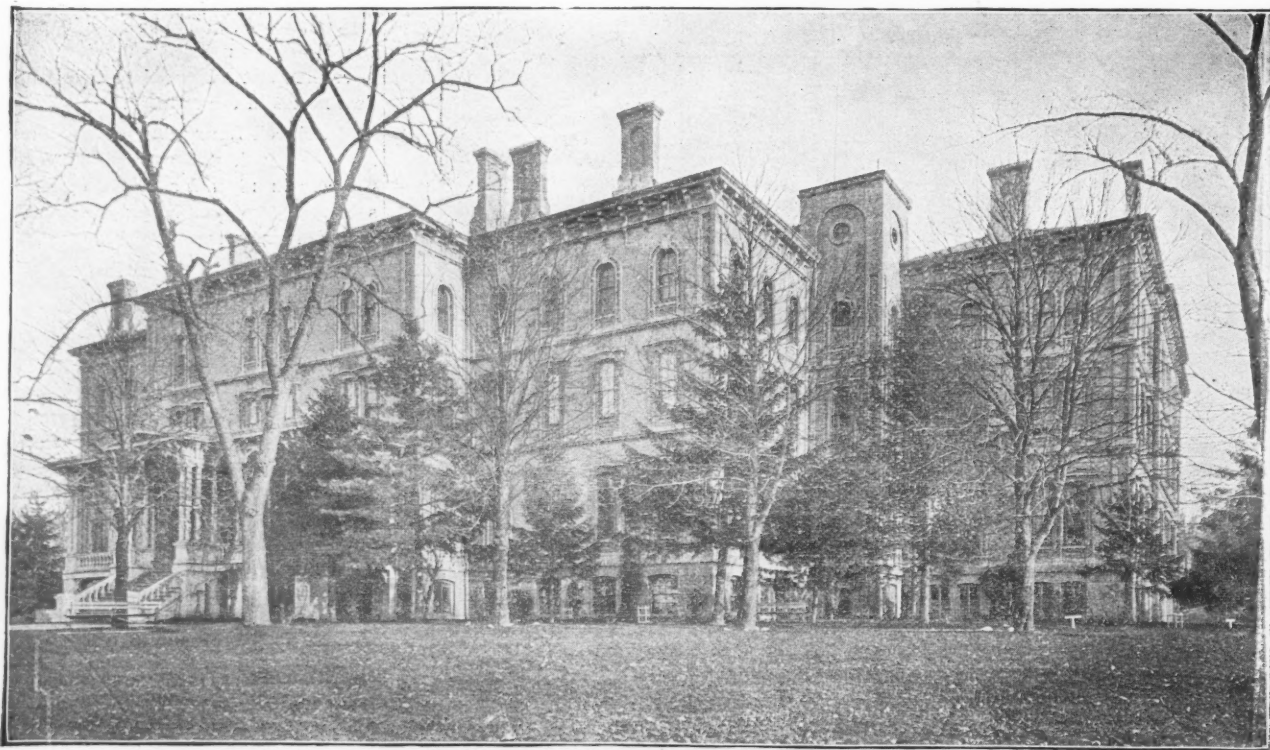
##### From an English Point of View.

In regard to the proper education of the deaf and dumb, to which so much attention is given in our day, it appears to be a comparatively modern enterprise on the part of philanthropists. In olden times, when they were ranked with idiots, they naturally received scant attention. The first attempt to teach deaf-mutes to speak appears to have been made by a philanthropic ecclesiastic in Spain more than three hundred years ago. Here and there similar service was attempted in England more than a hundred years later; but it was not until 1760 that a school for such subjects was established at Edinburgh by Braidwood. In 1792 the asylum was removed to London, and Dr. Watson, the nephew of Braidwood, became the principal. "Signs and the manual alphabet gradually supplanted speech," remark the Commissioners, "and so it came to pass that the national system in France and in Great Britain became 'sign and manual'; whereas, in Germany, Heinicke used the pure-oral system, which is still the national system, and now prevails throughout the whole German Empire." The "sign and manual," teaching is still chiefly in favor in the United States, although the oral system is making some progress. In England the Association for the Oral Instruction of the Deaf and Dumb was started by the Baroness M. A. de Rothschild; and this system is now adopted throughout France. The oral system has also been adopted by the London School Board. One curious fact brought out before the Royal Commission was that through not

speaking "the want of exercise of the lungs and throat is found to predispose the deaf and dumb to lung diseases." According to another witness, other affections might be produced, such as chilblains; "the exercise of the respiratory organs tends to oxygenate the blood and to increase the activity of the circulation."

Both the oral and the sign manual systems of teaching have their defenders, and on the whole the advantage is probably on the side of the German method. The oral method may be described as lip-speaking and lip-reading. The teachers need to be accomplished, to be persevering, and to be in love with their work. Because the service is arduous, as well as trying to the nerves, the Germans prefer men for teachers. We are told that "they attach importance to the teacher having a strong and loud voice, as the pupil feels the vibrations in the throat, and sees muscles work, which he endeavors to copy." The successful teacher finds it as necessary to be as careful in the modulation of his voice as if he had a class of hearing children to instruct. Natural movements of the head, hands, etc., as well as appropriate facial expressions, are also important. The most successful teachers in Italy are said to be members of brotherhoods and sisterhoods, who working as philanthropists merely, are generally unpaid. Some of the best authorities are very emphatic in their advocacy of the oral system, one objection to which is its much greater cost. One-third more teachers are required, and these duly qualified are always difficult to get.

The deaf mutes of England and Wales are put down at 13,295, or one in 1,748 of the general population; and the proportion does not appear greatly to vary from one census to another. A singular fact in connection with the subject is, that deaf-mutes, as well as idiots and imbeciles, are more numerous in the mountainous parts of the country than elsewhere. In the United States, and most of the European countries, the deaf and dumb receive about as much attention as they do in the United Kingdom. In France the total of the population under this head is between 20,000 and 30,000, the men somewhat outnumbering the women. There are 67 institutions for their educa-



NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB—MAIN BUILDING.



tion, only two of which date from the last century, thus showing that only at a comparatively recent date has any attention been given to these unfortunate people. In Germany the total is probably about 30,000; and it is a singular fact that the proportion is higher among the Jews and Roman Catholics than among Protestants. Heinicke, the originator of the oral system of instruction, opened the first institution for the instruction of the deaf and dumb at Leipsic, and there are now altogether nearly a hundred schools.—*G. Holden Pike, in the London Sunday Magazine.*

#### A DEAF AND DUMB POLICEMAN.

There are many positions that a deaf-mute can fill as well as a man in possession of all his faculties, but patrolling a beat as a policeman is about the least likely occupation in

## PLAIN TALKS.

BY THE PLAIN MAN.

The "Plain Man's" address is 20 Terrace Place, Yonkers, N. Y.

IN one of my talks not long ago, I spoke briefly on visible signs of restraint in connection with the education of the deaf.

We continually estimate the characters of those most closely identified with the instruction of the deaf by what they say and do, without pausing to consider whether they act under restraint, or of their own free individual opinion. The times when principals and teachers speak from their own individual nature are few in comparison with the times when they act under some controlling influence, either internal or external. It is from this cause that we make so many

of instruction, lest an appropriation amounting to so much should be denied. Without this money perhaps the school could not be run and there was no other alternative than to sign and file an annual statement as to complying therewith. Affixing a "rider" to any provision of law is regarded by the highest judges to be a work suited to the mere politician. But that's the way they do things. It explains all. Who is guilty?

\* \* \*

The reported case of a man, who was cured of hydrophobia by hypnotism may lead the hasty to over-estimate the value of suggestion in the cure of diseases. The man, although in a state of collapse from terror, was not suffering from any specific organic disease, but merely from "fear of the disease itself." His affliction being wholly of the imagination, it was, of

or ribbon on the one hand, and the words dreadful, awful, horrible, etc., applied to the sting of a mosquito or old-fashioned bonnet on the other. A glance over the papers for the silent ones so proves. When writers want to describe a sublime scene in nature, to speak the emotion of grief or the passion of love, or to rise to thoughts above the average, they have no words left to give a hint of their meaning.

\* \* \*

Another step in the opposite direction to truthfulness, seldom sufficiently guarded against, is the practice of some writers in the silent press, of stating as fact what is only hearsay, and declaring as certainties, theories and opinions, which the speaker has never established. The most confident assumption of certainty is often found with the most slender grounds of assurance. Then exaggeration



JUVENILE DEPARTMENT—NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

which a deaf and dumb man might be expected. Cleveland, O., however, has, or had not long ago, a deaf and dumb policeman, who has walked a beat for years and never given occasion for complaint. It is said he lost the power of hearing and speech by a stroke of paralysis but recovered his health without regaining all his faculties. He was on the force at the time and begged to be retained.

The authorities were loth to discharge him, so gave him a trial. He proved as efficient as the others, and so held his position. He wore a badge, "Deaf and Dumb Policeman," but answered in writing any questions that were asked him as intelligently as any one. As he cannot hear a sound, he is obliged to be more than usually watchful; his eyes are always on the move, and he sees everything that occurs in his vicinity—Interview in *St. Louis Globe Democrat.*

Watch the SILENT WORKER for May.

mistakes in the judgment of their worth.

\* \* \*

Even the choice of their friends may not furnish a true index of the meaning of the stand they take. The pressure of public opinion is one of the restraints, that most effectively conceal the real inner man from the public. The desire for esteem and the fear of censure are strong governing forces in either direction. How each individual instructor, those of some years experience in the various grades of teaching the deaf, would act, were they utterly free from such hopes and fears, 'twould not be hard to imagine.

\* \* \*

That was a sly, underhand trick of some manipulator in influencing the legislature of Pennsylvania that passed the appropriation bill of June 2, 1893, to affix to that section a "Rider" compelling the chief officer of the school to follow a method

course, influenced by the soothing effect of hypnotism.

Had there been an actual organic affection, such as deafness, hypnotism would have failed, as the effect of the mind on the body, is not so profound as the hypnotist would have his dupes believe. The refusal to see the limit of power of the mind on body led to Christian science and faith cure. Hypnotism, in criminal procedure in New York, is interpreted thus: A man may say to another, "Go and murder Jackson,"—not guilty of being a participant. A man may say to another, "Take this and kill Jackson,"—guilty of participation in murder, if committed. See?

\* \* \*

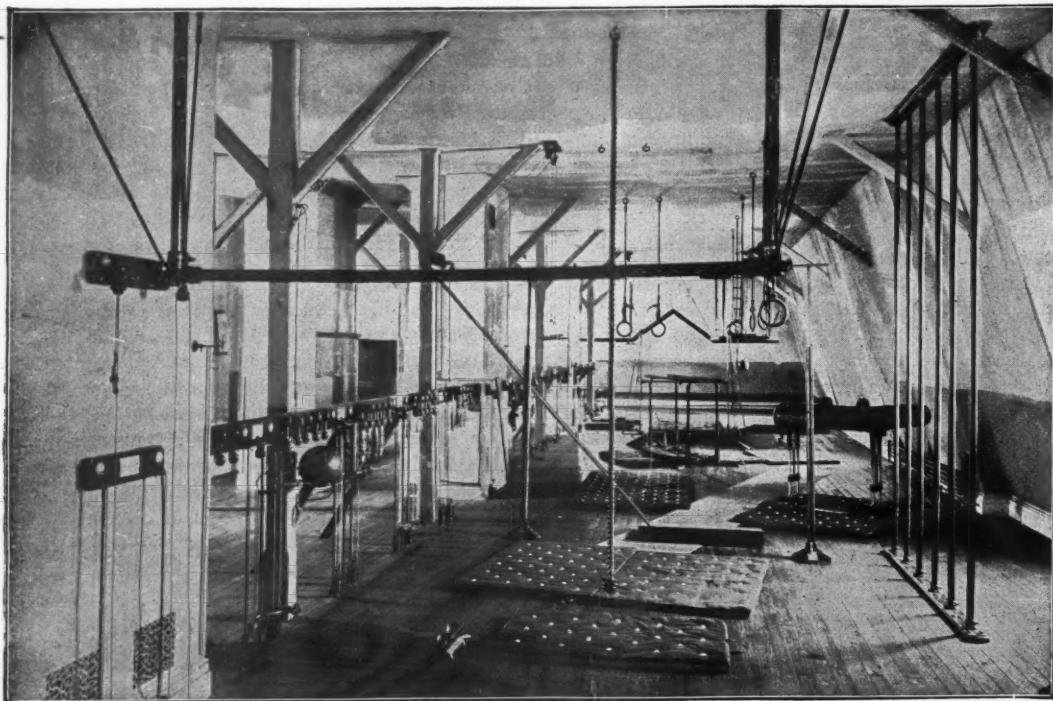
Springing from a loose and careless habit of using language come the exuberant adjectives, which are often selected to describe the most ordinary and commonplace objects. The words splendid, elegant, magnificent, etc., are often used to describe a salad

forms no little subject for criticism.

#### SKILLED LABOR.

There are employed in and near Boston several stone-cutters who came from England and Scotland. It is a noticeable fact that stone-cutting and kindred trades in metal and wood are extensively taught deaf-mutes in Europe. The finest work in the magnificent city hall of Glasgow was done by deaf-mute workmen, those who rank the very first in their callings. Why should not our own people in this country be trained in the same way?

The answer most likely lies in this: that the apprentice system which prevails in Europe gives the deaf-mute advantages not possessed in this country which is trade-union ridden. Another fact is that trades taught in our American schools are perhaps intended more to supply the needs of the institutions than to give the deaf a technical mastery of trades best ad-



GYMNASIUM—(FIRST HALF) NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

apted to their capabilities. There is great room for improvement here. We read a great deal about a technical school to be established under the auspices of the national legislature; but in our opinion the most proper and important place for technical instruction is right here in our own State School work shops. Hundreds will profit here to one benefited at a national trades school.—*Selected.*

### Small Observes.

BY A SMALL OBSERVER.

**S**IGNS are good things to carry on a rapid conversation with; one sign takes in several words and thereby the deaf can talk faster than the hearing. But it's my opinion there are certain signs that should be done away with; they don't seem out of place, but rather—well awkward and ungraceful. Of course I refer to those known as "facial signs," of which there are many; generally a queer gesture accompanies them, which express clearly what they mean without the sign. I don't pose as a reformer, but it seems to me I'm advocating a new association to be known as the "Sign Reform."

It's one of the easiest things to criticise a thing, but one of the hardest to criticise it fairly.

Recently I met a bright young semi-mute lady who had been in the society of the deaf all winter, and in attempting to carry on a manual conversation I was much pained by her brushing me up and requesting me to carry on all conversation orally. I informed her I was not a pure-oralist, but she insisted, and I had to accede to her wishes. On inquiring the reason for such behavior she informed

me she was "done" with the society of the deaf, except a few friends whom she cared for. Further questioning brought forth the fact that she got tired of the gossiping about her and at last decided to leave them once and for all, and take up her old place in hearing society. A good many of the best deaf-mutes have actually been driven out of the class through jealousy and gossiping on the part of the other deaf-mutes. No person should be cut off from the society of his or her class unless he or she merits it.

Several years ago I remember seeing a graduate of the National Deaf-Mute College remark that, in propor-

tion to its size and advantages, the New Jersey School had the best and brightest scholars he knew of. Quite a feather in our cap.

People should not judge the deaf by an individual, judge them as a class.

There'd be less trouble between newspaper correspondents if they would keep their identity to themselves.

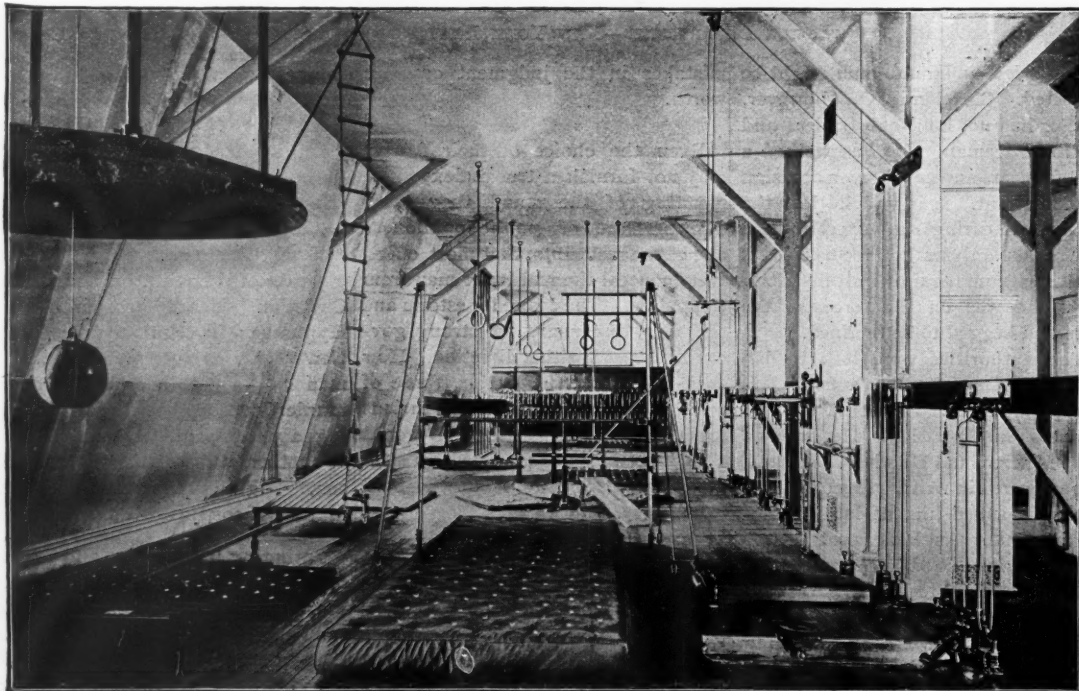
An unpopular teacher finds many stumbling blocks in her way to get on good terms with her pupils, because she had doubtless done something when she commenced teaching which made her unpopular. It doubtless

was all on account of her not understanding deaf-mute nature which is very different from that of the unaffected class. Perseverance and skillful management on her part sometimes overcome the difficulty. A popular teacher generally turns out the best, and has the brightest pupils. Partiality to any pupils make the others jealous, and thereby makes her unpopular, the influence spreads till it is almost impossible for her to get along smoothly. One of the best teachers and the most popular I ever knew was a semi-mute. The pupils who have been under his tuition comprise the higher class of deaf-mutes in this state.

### PURITANS ON BIG SLEEVES.

The old records of the town of Dedham, Mass., show that as early as 1639, the authorities found it necessary to pass laws regulating the size of sleeves. This is the way the curious old paper reads: "And be it further enacted, that hereafter no person whatsoever shall make a garment for women or any other sex, with sleeves more than half an ell wide in the widest part, and so proportionate for the bigger or smaller persons. And for the present reformation of immoderate, great sleeves, and some other superfluities, which may easily be redressed without much prejudice or spoil of garments, it is ordered," etc.

—Samuel Scheetz, a deaf man, employed in the Philadelphia and Reading Car shops, was one of a gang of men engaged during the blizzard on the East Pennsylvania Branch between Reading and Harrisburg. He was kept on the road a whole week in drifts 15 to 22 feet high, and often without food for 24 hours and no sleep in two or three days. Many of the gang were badly frost bitten, but our friend Samuel escaped, and says he rather enjoyed the experience.



GYMNASIUM—(SECOND HALF) NEW YORK INSTITUTION FOR THE DEAF AND DUMB.



WRITTEN FOR THE SILENT WORKER.

### AN AFTERNOON'S SPORT.

Hunting for Quail in the Wilds of New Jersey.

BY "BOB WHITE."

(A Pupil of the New Jersey School for Deaf-Mutes.)

ONE afternoon last November I met an old friend who is a keen sportsman. He invited me to go with him after quail. I eagerly accepted the invitation, and followed his directions by watching the motions of his lips. I got my gun, donned my hunting clothes, and loosed his fine pointer "Bob," one of the best bird-dogs in Hunterdon County.

We then started, and after going a short distance out of town we were joined by another fellow. This fellow was no other than Watson B—, who also had his dog "Bell," along

up to within two yards of Bob's quivering tail, then before I knew it up flew a dozen or fifteen fine quail.

We sent five loads of shot after them; Billy got two birds, Wat one, and I none. But I did not care, because they were men and had handled a gun longer than I, as the writer of this is a boy who has not had much experience. At a word Bob and Bell went and brought in the birds and laid them at their owners' feet. Then we went out of this field into another adjoining it. This field had been planted with buckwheat, but it had been harvested and now nothing remained but brown stubble. Bob ran over this field at a gallop, then he suddenly turned to windward and walked, or I might say, made one of those remarkable "draws," a kind of half-walk, half-creep, a few yards further. Then "Bell," who was a very young dog, made a careless

of them down, but I got a hard kick on my jaw from the recoil of the gun. As usual Billy bagged one. We did not follow this flock any further, as it flew across a creek near by. Wat who had been out all the forenoon then bade us adieu—he had bagged four rabbits and three quail. While going across the next field Bob started a rabbit, which he chased. It ran directly in front of me, and I promptly shot it. Bob got several hard kicks from Billy's number 9's for chasing it. Of course this served him right, as it is well known that a pointer, no matter how well trained he may be, can easily be spoiled if he is allowed to run after game on his own account. After I had pocketed the rabbit we turned and went due west to a large pine forest.

Here we scared up a flock which Bob somehow did not get wind of. Then our sport began in earnest,

fine old cock quail. He put it in his pocket and pinned the flap down; this made one more addition to his flock that he had at home in a cage. A short distance further on a rabbit started, and Billy shot it, but it took both barrels of his "New Baker" to do it.

After we got home we counted our game. Billy took from his pockets quail, by one's, two's and three's. I counted until I reached thirteen, then stopped. He had bagged thirteen quail and one rabbit. Then I showed up. I had six quail and one rabbit. Billy said that I had done well for a boy.

The next day while I was in Billy's shop, he told me by use of pencil and paper, that he can always rely on getting almost every quail which he shoots at. I asked him why. He said, because he uses the right kind of powder for shooting.

The powder he uses is the "Wing Shot," manufactured by the Oriental Powder Co., of Boston Mass.

I advise all sportsmen to use this brand for quail shooting.

4-12-'95.

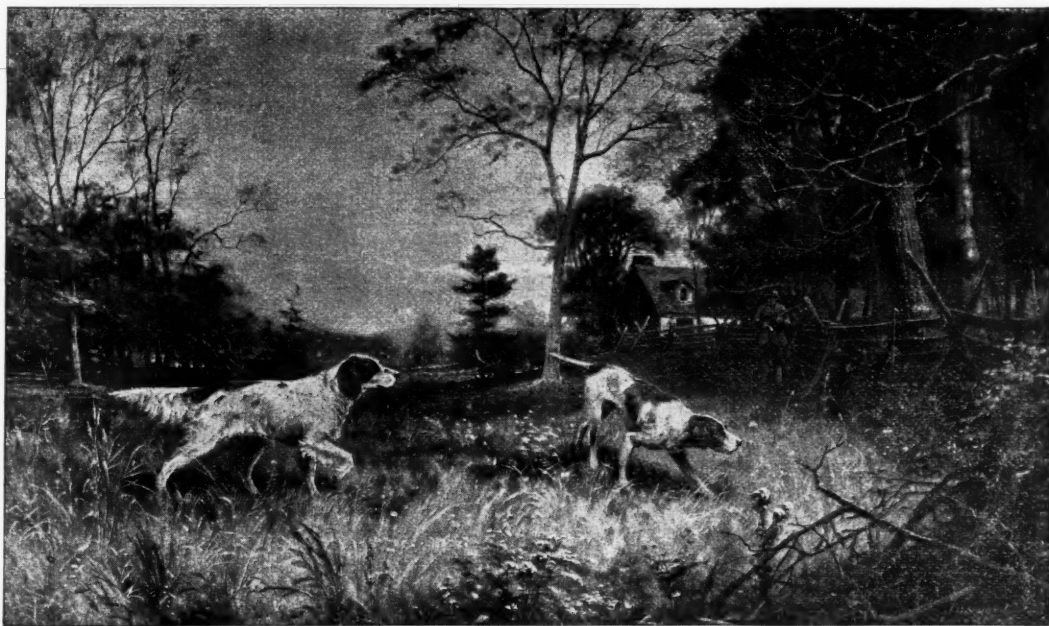
Take away the sword,  
States can be saved without it; bring the  
pen!

Beneath the rule of men entirely great,  
The pen is mightier than the sword.

—Lord Lytton.

### A DEAF-MUTE SCOUT.

Henry Bassner, a scout, with his hunting party were in this town a few days ago. They were returning from a hunting trip in the Rocky Mountains. Wm. Cowley, a deaf-mute, who formerly lived in Cleveland, was one of the party on an expedition in the mountains south of New Mexico. They were camping and hunting on the bank of the Rio Grande River about 20 miles south-west of the table like peak of the Ahequim Mountain, where wild cats and wolves and other wild beasts dwell. Bassner told a story of the deaf and dumb scout's encounter with a wild cat. Cowley was making his way along a bank path on the side of the mountain when he came directly upon a large wild he cat, standing on the rock, apparently awaiting his coming. When he was within fifteen feet of the animal he saw it was about to spring upon him. He lifted his rifle and sent a bullet crashing into the brute's head. The shot was well directed and knocked the cat down before it could spring upon him. He had gained control of his nerves and sent two more bullets into the brute in rapid succession which effectually put an end to its existence. The cat measured four feet from "tip to tip." The hunting party said they saw Cowley kill seven large "hobo" wolves and fourteen rattlesnakes in New Mexico in two months and that he had several wonderful escapes from death.—Thos. W. Gompers, in Cleveland News.



"AN AFTERNOON'S SPORT."

with him. This dog is also a pointer, but is a great deal younger than "Bob." Bob and Bell make a fine brace as they go scurrying off across a field in search of their favorite game. We struck out across a field near by. Billy and Wat gave the word, and both dogs started out in grand style. It was a genuine treat to see them. To the right went Bob fairly flying in sheer exuberance of spirits and in perfect condition, his tail whipping his sides at every stride and his nose held high in air. To the left, also in fine form, went Bell. Again and again they swept around the field. When near the further corner, Bob suddenly steadied his impetuous gait a trifle and finally came to a halt. Bell also followed suit. There they stood, as it seemed, frozen in their tracks, both looking more like statues than dogs. "Bob" knew that we were watching him, so we did not have to yell "Steady," as some rash hunters do. We walked slowly

move and up from the stubble went another big flock. Billy's gun spoke, but to no avail. Wat bagged one. This time luck was with me, as I brought one of them down which Bob promptly retrieved.

As it is a well-known fact to sportsmen that quail are loth to rise, unless frightened and even then they do not fly far, we concluded to follow in the direction in which this flock had flown. After we had gone, perhaps, 300 yards, both dogs stopped and slowly crept through the grass, like a cat creeping toward an unfortunate mouse. We all hurried up to them, but after we got there we could not see a single bird.

Then Billy stooped and picked up a stone and hurled it in the direction in which the dogs were pointing. Before the stone touched the ground up went the same flock that we had last flushed.

Bang, bang, bang, said our guns.

This time I let 'em have the contents of both barrels, and brought two

Bob flushed still another flock. Then Billy and I separated. Bird after bird whirled up on buzzing wings to be shot, but many of them I will admit were missed by me. I flushed six single birds and shot at each of them and succeeded in getting three. I began to think that I was getting far ahead of Billy, as I could not hear how many times he had shot. After awhile we came up to each other, and I asked him how many he had but he kept mum, so did I. But I saw that his pockets were bulging.

At last when the chilly mists were piling cloud upon cloud, Billy called a halt. When near home "Bob" pointed, but we could not see anything as he was pointing straight at a small brush-heap. Billy then made a motion for me to take off my coat. He then went cautiously forward and threw my coat over the heap. As soon as it touched the heap, I saw it rise up and there was a triumphant smile on his face. Then he slowly put his hand under and drew out a

## INDUSTRIAL DEPARTMENT

Conducted by G. S. Porter.

THE illustration on this page represents a cooking class in operation at the Fanwood School. The girls of this school have been receiving systematic instruction in the "culinary art" for the past five or six years with good results. The idea is to ground them well in the principles and chemistry of cooking—how to start a fire in the stove, how to get the pots and pans ready and how to get up a substantial meal, quickly and cheaply. They are also made acquainted with foods that give the most nutrition, and so on. The authorities regard it as a very important part of a girls' education, in order that they may become not

—of neglect—as a growing shrub neglected cannot compare with one of the same species in beauty and strength that has been carefully cultivated.

Our manual training schools are certainly doing much to offset this evil, so let the good work go on and give these schools every advantage possible.

A school for deaf-mutes was organized in Calcutta in, 1893, and recently made a distribution of prizes. Of this school the *Indian Witness* says: "It is designed to give the pupils instruction in various departments of art industry, and thus

industrial instructors, and the great expense of travel will prevent a good many from participating in such a meeting.

While such men as Trickett, of Kansas, Owens, of California, and Hodgson, of New York, are agitating the matter, would it not be well to consider the advisability of having some recognized paper open a department in which all persons interested in the industrial education of deaf-mutes can discuss questions bearing on their work. Let all who can meet in Flint next July, form an organization and then decide on a magazine that shall be the organ of the association. It may not be possible to maintain a magazine exclusively for industrial work, but it is possible to open negotiations with some school paper of their choice to devote a certain amount of space each month for their use. I have great faith in such a venture and

stimulate rivalry that cannot but be conducive of much good all around. A fund could be created by the schools to foster friendly rivalry by offering prizes to the schools carrying off these honors.

### DEAF TEACHERS OF THE HEARING.

One would say at first thought that if there is any position for which the deaf are specially unfitted it is that of teachers of hearing people; but there have come to our knowledge three recent instances in which deaf persons have filled such positions with remarkable success. One was Mr. George C. Williams, a former pupil of the Hartford School and Gallaudet College, who died a year ago; he was teacher of penmanship in the New Haven Business College. Another was Miss Sarah T. Adams, a graduate of the Western New York Institution, whose lamented death occurred still more recently. She was teacher of art in St. Margaret's School, Waterbury, Conn. The third is Mr. Douglas Tilden, a graduate of the California Institution, who has attained distinction as a sculptor, and is now a teacher in the Hopkins Art Institute of San Francisco.

Another case, more remarkable than any of the foregoing, though we are not informed that the results of the instruction given are equally satisfactory, is that of Mrs. Philip Peacha, formerly Miss Irene Ferguson, of St. Paul, Minn. According to an editorial paragraph in the Minnesota

*Companion* of January 19, 1895, Mrs. Peacha, "notwithstanding her deafness, which is total, not only plays the piano correctly and with taste, but also gives music lessons to several hearing pupils, and earns a comfortable little sum every week. Mrs. Peacha lost her hearing entirely when she was fourteen years old. She began to learn to play on the piano when she was seven years old. She is all the time learning new pieces. When asked how she could teach piano-playing when she could not hear, she replied that she could tell by the eye the minute one of her pupils made a mistake."

All new subscribers sending us 50 cents for a year's subscription to the SILENT WORKER now, will get the April, May and June numbers free.



COOKING CLASS—NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

only ornamental but useful wives, and, if necessary, all-round servants. Those who have had experience in keeping servants—(I mean servants who are required to cook as well as to do general housework) will tell you that a girl without any training is almost, if not wholly, worse than no help at all. They are not wanted at almost any price, while the experienced ones are hard to find.

The same might be said of every other trade. It is the early training that makes the man or woman of the future. Thousands of boys and girls are growing up all around us without any training whatever, so that they are not to be blamed altogether if they lack the skill necessary to carry them through life independently. They are the results of circumstances,

furnish the means of occupying their time, and, if necessary, earning their own livelihood. One of the most enthusiastic supporters of the school owes his interest in it to the fact that his own brother, a deaf-mute, who was once a constant sorrow to his friends, now leads a happy, contented life as goldsmith, in an English shop.

Editor Trickett, of Kansas, is leading in the movement of having a meeting of industrial instructors during the Convention of Principals and Teachers in Flint, Mich., this coming summer. It is to be hoped that such a meeting will take place, as it will certainly do much good; but it is reasonable to believe that the meager salaries paid to many of the

believe it would be far reaching in results and be a means of bringing about a more general cognizance of the value of industrial education. For instance, the printing offices could enter into friendly competition for first honors in setting up, say, a business card or a letter-heading from a given uniform type-written copy, and have competent judges decide on the best production. Specimens in wood-working could be photographed and photo-engraved by the wonderful half-tone process and printed in the magazine, and so on through the various other trades. Not only this, but portraits of foremen and the interior departments over which they preside could be presented from time to time, thus bringing these schools into closer touch with each other, and

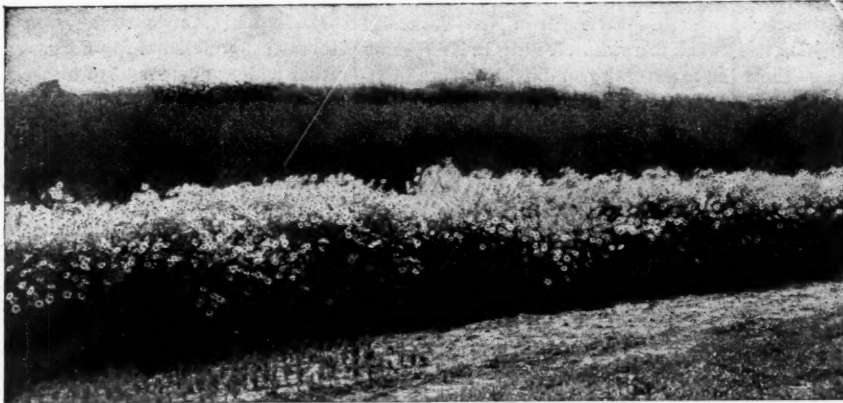


## The Garden

Conducted by Mrs. Weston Jenkins.

"Show me a well ordered garden and I will show you a genial home."—*Ellwanger*.

WHO does not love the first warm days of April when nature wakes from her long sleep and puts on the delicate misty green of early spring? The poets are all fond of it, and though each



A GARDEN WALK BORDERED WITH PYRETHRUM ULIGINOSUM.

may have his or her favorite month, they unite to welcome April back.

"O! to be in England, now that April's there,"

cries Browning.

"April's come back; the swelling buds of oak  
Dim the far hill side,"

sings Lowell.

"Can Sorrow live with April days?"  
asks Tennyson.

We all long to be out on these first sunny days and our thoughts turn gardenward. The delight of finding the first violet, watching the daffodils begin to peer, and inhaling the fragrance of the up-turned soil!

If one has been wise and planted bulbs in the Fall, now comes the reward, for when the winter covering is removed the young leaves of the tulips will be seen, the crocus is in blossom, the daffodils are ready for "their petticoats yellow and their green gowns," the iris has thrust up its long lance-like leaves, the lilies whisper "we wait"—not for Maud but for warmer sunshine.

This department is not for those who already possess a garden and know all about it, but for those who have none—in hopes of instilling a love for flowers—"the most beautiful things God ever made and forgot to put a soul into," as Beecher says.

Have you a large plot, then you are fortunate, for you can have a lawn and a garden both; have you only a small plot, then you can have flowers, near the house walls, in the corners, by the fence, down the path to the gate, and vines can be trained over the porch and windows; are you so unfortunate as to live in a city flat, then wooden boxes can be put in all

the sunny windows and filled with fragrant plants, and the north windows can have vines in pots to train around them. Flowers were never so cheap as now, and a small beginning may make a large ending. What shall we plant? Plant shrubs on the lawn—Japan quince, for early spring; spiræas, for May and June; hydrangeas for late summer. Have hardy flowers by all means; their name is legion, and they repay the first cost over and over

is "sheep-plant," alluding to this resemblance.

It would be a valuable addition to our lawns, but would probably not be hardy in this cold climate.

We are glad to hear that two well-known schools for deaf-mutes intend to build green-houses and start the study of Floriculture in the near future. It is suited to them and there is no reason why it should not succeed. We have in mind a deaf nephew of Peter Henderson who has made a comfortable living in his uncle's green-houses, also another who owns extensive green-houses in Orange Co., N. Y., and sends thousands of violets to the city market.

Below we append some rules for the garden. They are taken from our favorite book on the subject, "The Garden's Story," by Ellwanger:

"A small plot properly laid out, judiciously planted, and kept in finished order, will produce more satisfactory results than ten times the space poorly cultivated and insufficiently maintained."

"It is essentially a garden maxim that what is worth doing at all is worth doing well."

"No arbitrary rules will suffice to produce a perfect garden, for, in the very nature of things no two gardens can be just alike."

In small grounds, as distinguished from the large estate, one need not be a Cæsar to enjoy the pleasures of gardening.

"Plants for sunshine, plants for shade, plants for color, and plants for fragrance, plants for Spring and plants for Autumn, plants for flowers, and plants for form. Aim at individuality, to produce an ideal of your own."

"Love a flower in advance and plant something every year."

I. V. J.

### THE DAFFODILS.

I wandered lonely as a cloud  
That floats on high o'er vales and hills,  
When all at once I saw a crowd,  
A host of golden daffodils,  
Besides the lake, beneath the trees,  
Fluttering and dancing in the breeze.

Continuous as the stars that shine  
And twinkle on the Milky Way,  
They stretched in never-ending line  
Along the margin of a bay;  
Ten thousand saw I at a glance,  
Tossing their heads in sprightly dance.

The waves beside them danced, but they  
Outdid the sparkling waves in glee;  
A poet could not but be gay  
In such a jocund company;  
I gazed—and gazed—but little thought  
What wealth the show to me had brought;

For oft, when on my couch I lie  
In vacant or in pensive mood,  
They flash upon that inward eye  
Which is the bliss of solitude;  
And then my heart with pleasure fills;  
And dances with the daffodils.

—*William Wordsworth.*

### CATALOGUES RECEIVED.

*Shady Hill Nursery Co., 102 State street, Boston:*—This trustworthy firm offers ornamental and fruit trees, shrubs, vines and hardy perennials, in large variety. A specialty with them is the dwarf rhododendron in several species, blooming from May to July and reaching the height, when full grown, of from one to three feet. Their prices on these novelties are extremely moderate.

*John Lewis Childs, Floral Park, N. Y.,* offers a large variety of plants covering almost the whole range of the florist's, seedman's and nurseryman's field. The gladiolus is a great specialty with Mr. Childs and his prices are tempting.

*R. D. Hoyt, Seven Oaks, Fla.; Reasoner Bros., Oneco, Fla.:*—These firms deal chiefly in tropical plants and other exotics, such as palms, bananas, etc. The prices are, for the most part, much lower than those Northern florists charge for the same stock, and they claim that they can send plants safely to any part of the country. We can not speak as to this from personal knowledge, however. We would advise buyers of house plants to purchase at this season and to plunge the potted plants in the soil in a shady place during the summer, so that they may be well established before taking into the house for the winter.

Ah, how wonderful is the advent of the Spring!—The great annual miracle of the blossoming of Aaron's rod, repeated on myriads and myriads of branches!

—*Longfellow.*

### A THOUGHT FOR ARBOR DAY.

The late David M. Stone, the New York journalist, was very fond of flowers, and on one occasion he had his lawn planted with improved bulbs, at a cost of \$350. To a friend who thought him extravagant he said:

We don't agree there. Three hundred thousand people see that garden in a summer. That makes the cost somewhere near an eighth of a cent apiece. I call it about the cheapest show on earth.

April's come back; the swellin' buds of oak  
Dim the fur hillsides with a purplish smoke;  
The brooks are loose an', singing to be seen,  
(Like gals,) make all the hollers soft an' green.  
The birds are here, for all the season's late;  
They take the sun's height an' don't never wait.

The vernal sun new life bestows  
Even on the meanest flower that blows,  
—*Scott.*

### Too Much System.

"There is too much system in this school business," growled Tommy. "Just because I snickered a little the monitor turned me over to the teacher, the teacher turned me over to the principal, and the principal turned me over to paw."

"Was that all?"  
"No. Paw turned me over his knee."—*Indianapolis Journal.*

# The Silent Worker,

PUBLISHED EVERY MONTH

AT THE

New Jersey School for Deaf-Mutes.

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The Silent Worker is not responsible for opinions expressed by correspondents on educational or other subjects.

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THE SILENT WORKER,

TRENTON, N. J.

Entered at the Post Office in Trenton, as second-class matter.

APRIL, 1895.

We have received an invitation to the hop at Gallaudet College on Presentation Day. Only the distance prevents our acceptance.

We have received from Mr. Sharp, who was educated at Pennington Seminary, a copy of the Pennington Review, conducted by the students of that institution. It is a magazine of much merit, and we hope to add it to our list of exchanges.

THE Maryland Bulletin is one of the best of our institution papers. The mechanical work is well done, and the editing of the paper shows the hand of an experienced teacher (or we are much mistaken) as well as a cultivated taste.

We have received from the Providence, R. I., School a copy of a little paper published there, called *What Cheer*. It is neatly gotten up and is well adapted for its purpose as a school paper. We have put it on our list of exchanges, with pleasure.

We learn with deep regret of the death, by pneumonia, of the eminent deaf chemist, Dr. Gideon, E. Moore, of New York. We hope to give a sketch of his life in our next number. He was a man of very unusual ability, an untiring worker and a gentleman of polish and refinement. He leaves a widow, but no children. His brother, the famous deaf-mute artist Mr. Humphrey Moore, is in Paris, where he has his home and studio.

With this number we begin the publication of a Floral Department, which we hope will be of interest to our readers. The aim will not be to

give technical information as to difficult points in floriculture, but rather to supply pleasant comment on the flowers and shrubs of the season, with quotations from writers on garden subjects and with practical hints in regard to the treatment of our familiar hardy plants. The lady who has consented to conduct this department is at home with flowers, both in books and in the garden, and will try to lead our readers to share her enjoyment of these beauties of nature and of literature.

THE Maryland Bulletin criticises us for including the able Principal of the Rochester Institution among those who learned their business at the New York Institution. The point is well taken, in view of the fact that Mr. Westervelt, before coming to New York, had three years' practice in teaching in so admirable a school as that of Maryland, under the eye of Mr. Ely. What we might have said, without being questioned, is that Mr. Westervelt was appointed to his position from the New York Institution. It will not do for any school to claim too much credit for his success, for wherever he may have been, he has always done "a power of thinking" on his own account.

MAJOR OLIVER DUDLEY COOKE, who died recently at Wheeling, West Va., was one of the group of able men who, some fifty years ago were gathered at the Hartford Institution as teachers. He was a lineal descendant of that old Governor Dudley, of Massachusetts, who wrote the lines often quoted as typical of seventeenth-century intolerance:

"Let men of God in courts and churches watch  
'Gainst such as would a toleration hatch.  
Though fools may rage, and politics combine,  
My motto is: 'I died no libertine!'"

Though Mr. Cooke's tendencies were not at all in the line of religious bigotry, he had very much of the energy and force of will of his Puritan ancestor.

He was graduated from Trinity College, Hartford, and at once secured an appointment as teacher in the American Asylum, after some years was admitted to the bar, went to New York, where he built up a good practice, but was obliged by the failure of his health to leave, went to San Antonio, Texas, where though a stranger he soon formed advantageous connections, entered the Confederate army at the out-break of the war and served gallantly to the end, taught for five or six years in the New York Institution, afterwards resumed the practice of law in Wheeling, and at the time of his death held a legal appointment of some kind at the capitol.

Mr. Cooke was a man of original ideas and with a force of conviction and a clearness of expression that en-

abled him to stamp them strongly on the minds of others. He was a man of strikingly handsome personal appearance, and with the polished manners of the best society—that is, of society in the days when politeness had not yet been voted "bad form." He was well-read in literature and in philosophy as well as in the law, and was extremely interesting in conversation.

His conduct was governed by an old-fashioned sense of honor, and he was, in the full sense of the word, a gentleman.

Mr. Cooke, while in New York, did much to awake a feeling in New Jersey in favor of the establishing of an institution for the deaf here, and, although he was not immediately successful, his efforts were not without ultimate effect.

We suppose it is our turn to stand up and be counted—in fact, perhaps we ought to give a reason for the faith that is in us—on the question of the "rotary system" which is now a leading subject of discussion in the institution press. Is it advisable that a class should receive all its school instruction on all subjects from one and the same teacher, or should different teachers be assigned to different lines of teaching and should classes pass from one teacher to another as they pass from one exercise, or one branch of study to the next?

We think that, on the whole, the latter arrangement is preferable, at least with older classes, for the following among other reasons.

Firstly, the proper development of the pupil's mind requires that he come into contact with more than one teaching intellect. The normal child is placed naturally under a succession of teachers, with each his own range of subjects and his peculiar mental structure. There are the faculty of the home university—Father and Mother—the greatest of all educating forces, then there is the village Rip Van Winkle who lays down the law on matters of sport, there is the retired ship-captain or old soldier with his stories of adventure, and so on. In fact, no German university offers to the student such a choice of professors and *privat docents* as surround an inquisitive, quick-witted child. No one man or woman is a fair substitute for this variety of mental intercourse. "Every-body knows more than any body." Even, in studying a single subject, it is not well to be limited to a single source of information. If one would understand the two hundred years of English history from the Tudor tyranny to the establishment of constitutional liberty, he must learn from Green and Hume, Clarendon and Macaulay, Fronde and Singard, Pepys and Evelyn. If one would understand the Latin language, he should read Virgil and Horace, Cæsar and Tacitus, Livy and Juvenal, Ciero,

Terence and Catullus. Every teacher has his own habit of thought, his own favorite expressions, his own limitations in teaching power. What one lacks it is probable that another may supply. With the deaf pupil, as has been suggested, the need is greater, because to him the teacher must supply much that the normal child gets without conscious exertion, from other sources. On the other hand, it seems to us that the teacher, no less than the pupil, profits when his work covers only a part of the field of instruction.

Dr. Holmes, at a time when his Harvard professorship covered a rather wide range, spoke of himself as holding, not a chair but a settee of medicine. We think it was Cornelius Agrippa who wrote a book "De Omnibus Rebus et Quibusdam Aliis"—"On all subjects and sundry others"—but it was not as satisfactory a book for thorough and exact knowledge as some other works of a less ambitious scope. We hold that if a teacher is to work along a comparatively limited line he will be more likely to study deeply into that subject, to grow mentally by such study, and therefore to be able to make his teaching fresh and inspiring, than if he teaches "all things and sundry others." One of the most profound misconceptions of what teaching means, is the notion that it consists merely in the teacher's imparting to his pupils some of the facts which he knows and which they do not know. From this point of view it suffices for the teacher that he know a few more facts than his pupils have yet learned. Hence it seems to some that an extensive knowledge of any subject is wasted if all that the owner is to do with it is to teach children. On the contrary, it seems to us that the prime necessity for the teacher of any subject is that he be also a student of that subject, that it be alive to him, that the facts which his pupils are to learn be united in his thought by numberless connections to myriads of other facts in the universe. So, alone, will he be able to bid these dry bones to live and to make study to his pupils an opportunity for creative work as well as a task for the memory. Again the mere physical convenience of having all the apparatus used in the teaching of geography, for instance, in one room rather than scattered through the whole building, is a point in favor of the rotary, or specialized system.

In what we have said we would not be understood to advocate the drawing of a sharp line of separation between the branch of study under treatment at a particular time and all other knowledge. When a particularly luscious fruit is at hand, we would not forbear to pluck it because it grows on another branch of the tree of knowledge and not on the one we are just now holding down.

On the contrary, we believe that the inter-dependence of different studies



should constantly find practical illustration. For instance, if, in studying geography, you can illustrate your subject by a question involving an arithmetical computation, or if you can make the difference between an oceanic and a continental climate clearer by heating a stone and a pint of water, don't hesitate to do so lest you encroach on the teacher of mathematics or of physics.

We think that the pupil is all the more likely to correlate the facts that he learns if, in his different classrooms, he is placed under the influence of several teachers who lead him to arrange these facts with reference to different centres of attraction.

On the whole, then, we believe in rotation, but as part of our "rotary system" although we suppose we must have "cranks," we would not fail to have a good well-rounded "balance-wheel."

WE were very sorry to read of the destruction by fire of the fine and well equipped industrial building of the New York Institution.

The loss, we understand, is placed at about \$40,000, less than half of which is covered by the insurance. The Board of Directors met promptly and resolved to set at once about the erection of a new building, and we have no doubt that they will soon have a better industrial department than before. We are sorry to learn of the loss of statistical and other material belonging to Mr. Hodgson which money cannot replace. The report of the institution for the last year, which was nearly ready for issue, was destroyed. For the present the *Journal* will be issued from the office of the New York *Observer*.

HOLY WEEK and Easter have come and gone, bringing their lessons, which, in so far as they are in the nature of doctrinal religion, we leave to be expounded by accredited religious teachers. But it is, we think, a good sign that these fasts and feasts, although they are strictly observed with direct reference to their ecclesiastical meaning by only a part even of our Christian denominations, are yet getting a hold upon the thought and feelings of very many people who are not affiliated with any church, and whose doctrinal belief is very limited and uncertain. To these people Good Friday speaks, at least, of infinite love, infinite gentleness, infinite fortitude; of a soul calmly going to meet unutterable agony at the call of duty, and even in the extremity of physical pain and mental anguish giving thought to the welfare of friends and breathing forgiveness on the most cruel and malignant of enemies. For them, too, the sun dances on Easter morning with a consciousness of the power of life, with a renewed belief in the ultimate triumph of good over evil, with fresh

hope for everything noble and worthy of our best ambition.

The purity of the Easter lilies, the swell of the triumphant Easter music can hardly fail to uplift and ennoble those who allow themselves to have any share in this festival. The story of the events of Holy Week, told with such simplicity and naturalness by the Evangelists is unequalled in its power to awaken strong feeling and to place the mind under the influence of a master spirit—one who we feel "spake as never man spake." And it is by surrendering ourselves to such influences that we may be prepared to feel the pure and joyous impulses of Easter.

#### NOTICE.

In our next issue will appear an illustrated article on the Volta Bureau. It will give the most complete account of this admirable institution that has ever appeared in print and will be accompanied by fine cuts, one of which, of much interest, has been engraved especially for this article.

Every one who is interested in the deaf should get a copy of this article for preservation.

#### CHESS.

Trenton, represented by Prof. R. B. Lloyd, of the New Jersey School, is playing two correspondence games with Edmore, Mich. Below we give the moves to date in the first game and the positions of the men in the second game.

#### GAME I.

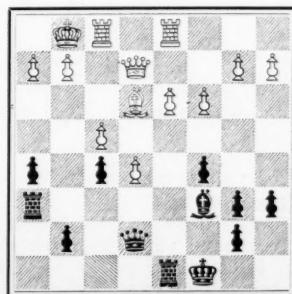
White—(Trenton) Black—(Edmore)

- |            |         |
|------------|---------|
| 1. P—K4    | P—K4    |
| 2. Kt—KB3  | Kt—KB3  |
| 3. Kt x KP | P—Q3    |
| 4. Kt—KB3  | Kt x P  |
| 5. P—Q4    | P—Q4    |
| 6. B—Q3    | B—K2    |
| 7. Castles | Castles |
| 8. P—QB4   | KKt—B3  |
| 9. Q—B2    | P x P   |
| 10. B x P  | Kt—B3   |
| 11. B—K3   | B—KKt5  |
| 12. QKt—Q2 | Kt—Q4   |
| 13. P—QR3  | Kt—Kt3  |
| 14. B—QR2  | B—KB3   |
| 15. Q—K4   | Q—Q2    |
| 16. Kt—K5  | B x Kt  |
| 17. P x B  | B—B4    |
| 18. Q—KB4  | KR—K    |
| 19. Kt—KB3 |         |

#### GAME II.

White—Edmore. Black—Trenton.  
White to move and make his twentieth move.

White.



Black.

## LOCAL NEWS.

—A good many of the pupils spent the Easter holidays at home.

—The base of the flag pole fronting the main building has been painted black about ten feet from the ground, and it presents a very much improved appearance.

—The State Prison in this city is to be enlarged, and work will soon begin on the extension. The buildings have for some years been over crowded, and the additional room is very much needed.

—It is proposed to run a trolley line from New York to Philadelphia, passing through the heart of Trenton. There is much difference of opinion among our people as to whether it will be desirable or not.

—Mr. R. C. Stephenson, of baseball fame, stopped to see his old friends here on his way to Providence, R. I., where he will play for the season. It is understood that he will be pitcher. We wish him plenty of success.

—Ceil Toft, who was appointed janitor last winter, is laying out flower beds, and otherwise improving the grounds which has looked rather dilapidated from the effects of snow and ice during the past few months.

—The boys have got their base-ball grounds in fine condition and can be seen practicing every pleasant day. They will be glad to meet the team that Mr. Maynard proposes to bring down here on Decoration Day, and assure them of a warm welcome.

—The Board of Trade, of this city, is working to get a shirt factory established here. V. Henry Rothschild, of New York, the largest manufacturer of shirts in the country, thinks of setting up a branch factory here, if the inducements are made strong enough.

—We have, as what school for the deaf has not, a class into which drop by their own weight the pupils of very much less than average capacity. Dr. Gillett, on his last visit, suggested a name for this class, which describes it without wounding any sensibilities. We now call it the conservative class.

—The Easter services in all our Trenton churches were well attended and the music and decorations were fine. St. Michael's P. E. Church had an especially fine display of flowers and potted plants, owing largely to the liberality of S. K. Wilson, Esq., in loaning the contents of his magnificent green-houses.

—Our new instructor in physical training, Mr. M. Stanley Black, has taken hold of his work in earnest, and some improvement in the walk and bearing of the pupils is already manifest. During drill he insists on strict order and discipline, but in recreation period he delights in showing the pu-

pils how to get fun as well as physical gain out of their exercises.

—West State street is at last to have a decent pavement. It is to be of vitrified brick. Hitherto, the approach to the State Capitol has been over a layer of cobblestones, which it would be an abuse of language to call a pavement. It is thought that the reason why this obstruction to travel has not been removed, is that conservative citizens wished to preserve it as a relic of colonial times.

—Every thing in the new industrial building has been completed. The machinery has been tested by Mr. Hearn and found to work all right. The gymnasium floor has been oiled and the apparatus put in proper order. The pupils have been fitted with rubber shoes and systematic instruction is being given by Physical Director Black. Everything is therefore ready for the formal opening next June, when a full and detailed account with illustrations will be given in the *SILENT WORKER*.

—On account of the presence of diphtheria and scarlet fever in the school, many of the parents of pupils took their children home last month, and the work of the school has been very much broken up on that account. Now the pupils are all in good health again, the building has been thoroughly cleaned and fumigated and we hope to have the few weeks that are left before vacation undisturbed by illness. This year we have been able to do very little connected work with full classes. But, as every thing about the school is in good condition, we think that for the most part we must have good health among our inmates.

—The Teachers' Meeting for April was held on Tuesday, April 28th. The subjects were—"Attention—Its Importance, and How to Secure It," and "Language—How Do You Teach It." The discussion was general and interesting, but owing to the lack of time and space, we cannot give an extended report of the proceedings. A letter from Supt. Walker of the Illinois Institution, in regard to Normal Work at the Convention to be held the coming summer, was read by the Secretary.

The meeting was held unusually late this month, owing to the partial breaking up of the school, caused by the prevalence of contagious illness, during March and early April.

#### "FIELD DAY."

The Athletic Club of the New Jersey School for Deaf-Mutes will in all probability have a "Field Day" on May 30th. Preparations are already being made and the members of the club are getting into practice. A number of graduates of the school, headed by Robert E. Maynard, have signified their intention to come down and participate. Among the events expected to come off are a 100 yards dash, a hurdle race, a mile run, running broad jump, standing high jump, standing broad jump, running high jump, pole vaulting, etc. A game of base-ball between graduates and present pupils may be among the features of the day. We hope nothing will hinder these interesting events from taking place and that a large number of former pupils will be present to lend a helping hand. Our grounds are excellent for field sports, and if a race track is laid out, which can be done with little labor and no expense, nothing will be wanting for a good time, except a fair day.

## THE SCHOOL-ROOM

Conducted by R. B. Lloyd, A.B.

WE present this month a picture of the interior of a primary class-room in the New York Institution for the Education of the Deaf and Dumb with the pupils at work. So much depends upon the deaf children making a right start on their journey through school that only conscientious teachers should be placed in charge of the younger classes, and the principal should give much of his time to watching the work and to aiding therein by suggestion and other means, especially when the teacher lacks experience. Thorough and conscientious teaching in such classes is more important than experience on the part of the teacher; but the teacher who possess both is invaluable. A teacher without conscientiousness may be disposed to disregard the consequences of his neglect, though well aware of them, and they are seen in subsequent years in the miserable scholarship exhibited by his pupils and the difficulty of teaching them further.

R. B. L.

### Question Papers.

#### I.

(After answering these questions and having the answers corrected, the pupils should reproduce them from the answers.)

1. How do you do?
2. What time did you go to bed last night?
3. What time did you get up this morning?
4. What are you going to do after dinner?
5. Would you like to go a fishing?
6. Are there any good places to fish hereabouts?
7. What kind of bait do you use?
8. Did you ever troll?

#### II.

1. Who is your teacher?
2. Where does she live?
3. What is the color of her hair?
4. Is she tall or short?
5. Can she hear?
6. Can she make signs?
7. Would you like to be a teacher?
8. What is her address?

#### III.

1. Where were you born?
2. When were you born?
3. How did you lose your hearing?
4. When did you come to school?
5. How long have you been here?
6. How many brothers and sisters have you?
7. Are any of them deaf?
8. Are your parents living?

#### IV.

1. Do you prefer eggs hard-boiled or soft-boiled?
2. Did you ever take dinner or tea with your teacher?
3. Do you take tea or coffee?
4. How do you take your coffee?
5. Do you prefer meat rare or well-done?

6. Do you have a dessert at home?
7. Who washes the dishes at school?
8. Who asks the blessing?

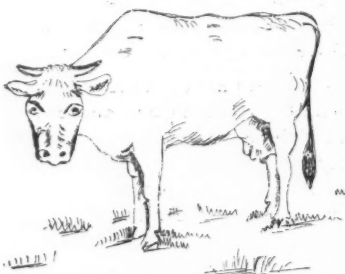
### Compositions.

#### I.



This is a cat. She is covered with soft fur. She has two little pointed ears. She has two big bright eyes. Her nose is pink. It feels cold when I touch it. She has long whiskers and sharp teeth and claws. She likes to catch mice and birds. She has a little cushion on each foot. She can walk very softly.

#### II.



The cow has two horns. She has four feet, two eyes, two ears and one tail. She is good. She is nice. She has milk. I like to drink milk. She eats grass. She is cross sometimes. She can toss a dog. She cannot draw a wagon. She chews the cud.

#### III.

It is a caterpillar. Mr. L. found it in the yard. It has black and brown hair on its back. Its hair stands up straight. It has sixteen feet. It can crawl fast. It curls up when I touch it. It eats leaves. It has no bones. It has no blood. It has two horns on its head.

It is a good plan to pick up a word now and then and show by actions its various uses. Take the words *tie* and *turn*, for instance, and go through all the performances you can think of with a piece or string or a handkerchief and other articles and let the pupils describe your actions in words. The following are some of the sentences resulting:

#### Tie.

1. You tied the string around your waist.
2. You tied a handkerchief around your neck.
3. You tied a handkerchief over Annie's eyes.
4. You tied Ruth to the door-knob with a piece of twine.
5. You tied John's hands together with your handkerchief.

6. You tied two chairs together with a string.

#### Turn.

1. You turned your head.
2. You turned around.
3. You turned the leaves of a book.
4. You turned your pocket inside out.
5. You turned the basket upside down.
6. You turned the table around.
7. You turned your face to the wall.
8. You turned up your nose.

### Natural Science.

1. Why are horses and cows called herbivorous animals?  
Because they cannot eat flesh.
2. How do horses use their molar teeth?

Their molar teeth are used as grind stones to bruise the grains and grasses on which they feed.

3. Name the principal animals of the horse-kind.

The quagga, ass, wild ass and zebra are the principal animals of the horse-kind.

4. Why is the cow called a ruminating animal?  
Because she chews the cud.

5. What is remarkable about the horns of the deer?

They fall off and are renewed every year.

6. What are Cetacea?  
Cetacea are mammalia that never come on shore, for they cannot live out of water.

7. What is the difference between a fish and a whale?

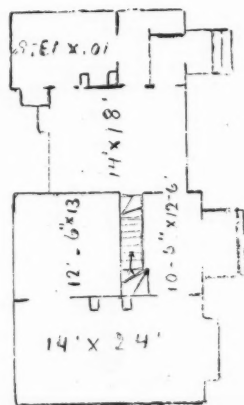
The fish has scales, and the whale has none and whales cannot breathe in the water, but they must come to the surface to do so.

8. How long can a whale stay under water?

A whale can stay under water about half an hour.

### Arithmetic.

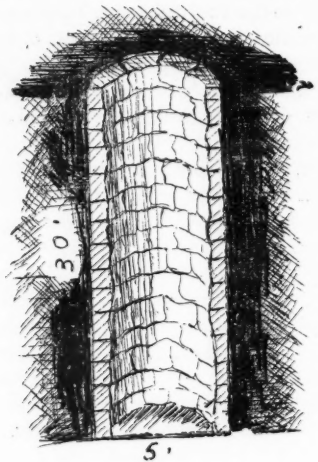
(In solving problems in mensuration, it is always advisable to have the pupil draw the object, and if practicable, to draw it to a scale. He will then have a clearer idea of the work he is to perform.)



This plan was cut from a newspaper and pasted at the head of a sheet of paper on which were the following questions:

1. How long is this building?
2. How wide is it?
3. How much ground does it cover?
4. How many yards of carpet will it take to cover the parlor floor, the carpet being  $\frac{3}{4}$  of a yard wide?
5. How many yards will be required for the stairs if there are 15 steps, each 8 inches wide and 8 inches high?

What will it cost to dig a well 5 ft. in diameter and 30 feet deep, at 55 cents a cubic yard?



VERTICAL SECTION OF A WELL.

### SOLUTION.

We must first find the circumference of the well by multiplying the diameter by 3.1416, thus:

$$3.1416 \times 5 = 15.708 \text{ ft., circumference.}$$

The area of the bottom is found by multiplying the radius by half the circumference thus:

$$\frac{1}{2} \text{ of } 15.708 \text{ ft.} = 7.854 \text{ ft., } \frac{1}{2} \text{ of circumference.}$$

$$\frac{1}{2} \text{ of } 5 \text{ ft.} = 2\frac{1}{2} \text{ ft., radius.}$$

$$2\frac{1}{2} \times 7.854 \text{ ft.} = 19.635 \text{ sq.ft., area of bottom.}$$

To find the quantity of earth to be removed, we multiply the area of its base by its height.

$$30 \times 19.635 \text{ sq.ft.} = 589.05 \text{ cu.ft. and } 589.05 \text{ cu.ft.} \div 27 = 21.82 + \text{cu. yds.}$$

$$21.82 \times .55 = \$12., \text{ cost of digging the well.}$$

### For the Geography Class.

1. Draw the picture of a sphere and mark on it the axis, the north-pole, the south-pole, the equator, the diameter and the circumference.

2. Which is the longer, the equator or the diameter?

3. How much longer is it?

4. How much longer is the circumference of a round body than its diameter?

5. What is the distance through the center of a tree which is five feet in circumference?

I have a book in which I have put down in chronological order the great events of history and biography, beginning with January 1st, and ending with December 31st. This book is consulted every day and if it is found to be the anniversary of any important event, I make it the subject of a talk to the class. Referring to the book on February 15th, I found it was the birthday of Galileo. The composition given below is a pupil's synopsis of the talk:

"Galileo was born at Pisa in Italy, February 15th, 1564. His father was poor. He could not afford to pay for a good education for his children. Galileo was fond of study. He learned Latin and Greek and Mathematics. When he was twenty years old, he discover-



ed the law of the vibration of the pendulum. When he was twenty-seven years old, he was made a professor of the University of Padua. Such crowds of people went to hear him that he spoke in the open air sometimes. He made a telescope and discovered the moons of Jupiter and saw the mountains in the moon. Before his time the people believed that the sun revolved around the earth. He taught that the earth revolved around the sun. They thought he was crazy. He was arrested and put in prison for a short time. When he was released, he was forbidden to teach. He was always watched by spies. He became deaf and blind before he died. He was one of the greatest mathematicians that ever lived."

#### History.

The earliest inhabitants of the British Islands were called Britons. In the moist air, dense and solitary forests were flourishing, while the Egyptian and Assyrian Empires rose and fell. Skeletons of many gigantic beasts which are now extinct are found, deeply imbedded in the peat bogs with the arrowhead or javelin which ended their existences. These weapons prove the destructive agency of man, even before the creation of the dog and the horse. Their habitations, tools and weapons were made first from stone, then from bronze. The Britons lived in the valleys and terraced cliffs. In these islands tins was found by the Phœnicians. The Phœnicians were followed by the Greeks. The islands were first conquered by the Celts, but we have no record of their battles. Julius Cæsar defeated the Gauls and after his

victory, he went to the islands with two legions. The Britons were no match for the well trained Roman soldiers and they professed submission, but when the danger was over they broke their promises. The next summer Cæsar returned to the islands and defeated the Britons badly. The Britons had chariots with scythes which they managed with wonderful skill. Cæsar found that they were very brave but ignorant. They painted their bodies and dressed in checkered mantles like the Scotch Highlanders.

Education has a mighty influence and strong bias upon the affections and actions of men.

—William Penn.

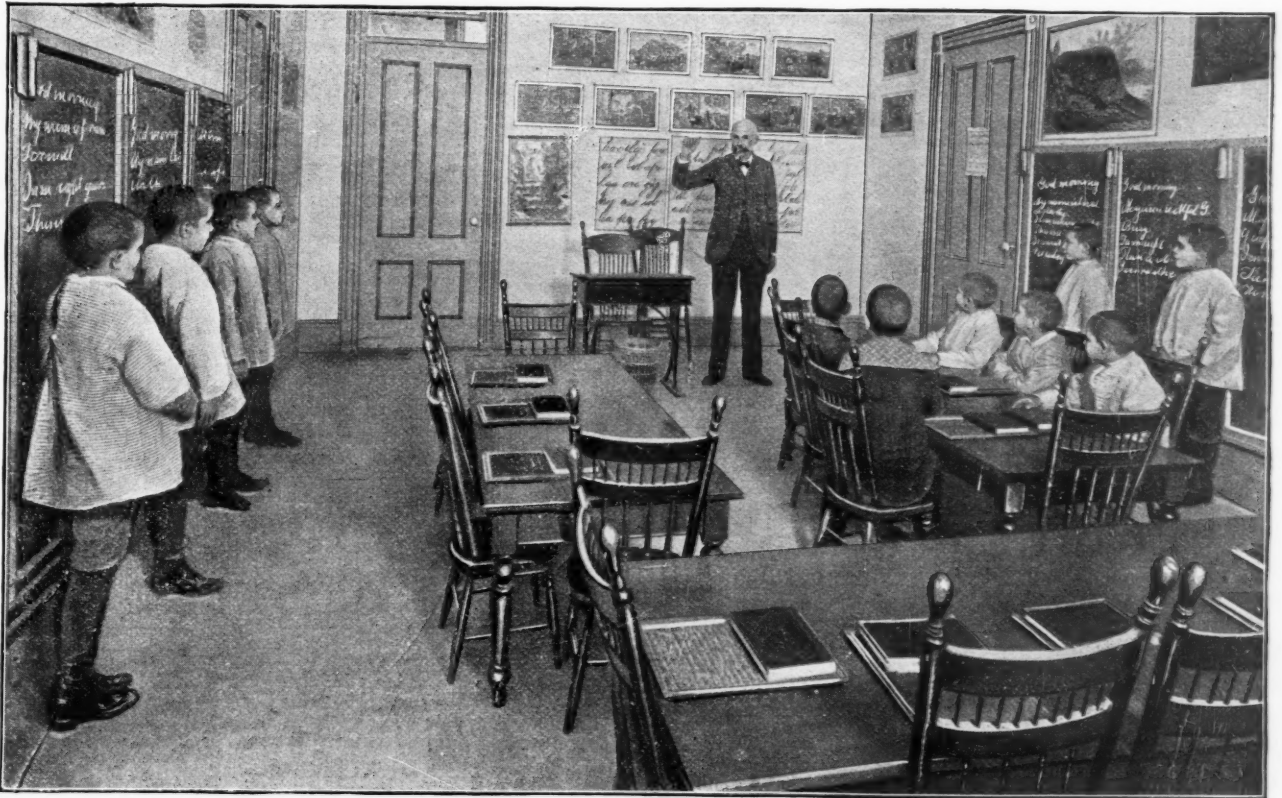
#### School Is What You Make It.

For several years now we have watched the pupils come and go, some of them remaining in school one year, while others seek its benefits, for ten, or perhaps more. The school remains about the same from year to year. Some of the teachers drop out, but their places are soon filled, and the work goes on with little change in talent, and but few changes in its methods and principles. The pupils all come to us under the same conditions, have the same care, and the same instruction. But how differently they make use of its benefits; how different are their impressions of school life; and how different the results appear as our pupils bid us "good bye" for the last time to join the ranks in the battle of life. All have the same chance and it depends upon the pupil himself how he shall use the opportunities provided for his

hand, and says, "good bye." We are sorry to part with him, but we wish him success and see him depart. He has made school life a success. He has made use of all its advantages. He goes away with a feeling of gratitude to those who have aided him in his efforts. His school life has been *happy* because he has been careful to make friends, and act honorably; his school life has been *successful* because he has pursued the course in all departments zealously, and with a steadfast purpose. He goes away to be an honor to our school. In giving expression to these thoughts we have spoken of a boy, but, as we write, we have in mind a class of five—two boys and three girls—who left us last June; and we feel that sweet womanhood as well as noble manhood has been the result of these years at school. We also have in mind those of our pupils who have not yet completed the course

#### The Oral Method is The Oldest.

Every now and then, some ardent advocate of speech teaching comes forward with the statement that the oral method is the newest method, that it is gaining ground rapidly, and that it will very soon be the only method of teaching the deaf. Such statements do not speak well for the intelligence and extent of information possessed by those who make them. The fact is that the oral method is the older. It was practised in Spain by Pedro de Ponce long before teaching the deaf was thought of elsewhere. It was introduced into Germany, England and Italy not long after De' l'Epee established the school in Paris. When Thomas Hopkins Gallaudet went to England as seeker after knowledge of teaching the deaf, the Braidwoods were teaching by the oral method, and they made such a monopoly of it that Gallaudet was driven



A CLASS ROOM—NEW YORK INSTITUTION FOR THE INSTRUCTION OF THE DEAF AND DUMB.

improvement. One pupil comes to us with hardly an idea, but soon we see the determination forming in his mind to take advantage of all his opportunities. He seeks after knowledge continually. He makes the best of everything, and quietly submits to things he does not like, thinking of the future success that will surely reward his patience. He makes friends of all the teachers and officers, and they become willing assistants in his plan of getting an education. The years go by, and as the time approaches when he shall receive his diploma and go forth to face the world, we rub our eyes in astonishment to see how he has grown. A manly, industrious, honest, and intelligent youth takes us by the

—those who have begun to think and wonder why they happen to be here at school. School is what you make it. Make it a success. Make it a joy to yourselves, your teachers, and your parents. Build it upon the soul of honor.—*Lone Star Weekly*.

There is a German Lutheran school for the deaf at Norris, Michigan, where lip-reading and writing are taught in the German language. The school is supported by the German Lutheran church and has an attendance of some forty pupils.—*Record*.

When God formed in the hollow of His hand  
This ball of Earth among His other balls,  
And set it in His shining firmament,  
Between the greater and the lesser lights,  
He chose it for the Star of Suffering.  
—*Sermon in the Hospital—Ugo Bassi*.

to the other existing method, as represented by the institution at Paris, and it was that method which was brought home to America.

Pure-oralism has not existed so long in America as the combined system. It is now passing through a period of natural growth which may become abnormal, owing to a misleading of the public, but if so, the reaction is sure to come. It has already come in Europe. Pure-oralism was carried to an extreme, and the public are awakening to the fact. As the number of the educated deaf increases, the opposition to pure-oralism as the one method will in crease.

Subscribe for the SILENT WORKER.

## NEW YORK.

**The Trade School Building of the New York Institution Destroyed by Fire—Other Events of the Month in Gay Gotham.***(From our Regular Correspondent.)*

THE fine trade-school building of the Fanwood School was totally destroyed by fire on the night of Monday, April 8th. The fire was first discovered issuing from the hallway of the floor, occupied by the painting department, where it is thought that it first originated, caused by spontaneous combustion.

It was a three-story brick edifice, situated north-east of the main building and was 100 feet by 30 feet. The first floor was used for carpentering and cabinet-making, chair-caning, painting and glazing. The second floor contained the shoe-shop and tailor-shop. The printing office, where the *Deaf-Mutes' Journal* was printed, with its costly plant was on the third floor. Nothing whatever was saved, but at the same time the

of the pupils was managed in an admirable manner, for which praise must be given to the Principal and the attaches of the school.

But to return to the fire, as soon as I was aroused from my slumbers, I hastened out of doors, into the drizzling rain, and ran with all possible speed towards the burning building, for there is where I have for the past five years been employed as an assistant instructor in printing. My first thoughts at seeing the fire was of the printing office, as would naturally be the case with almost any body else in my place; for it was there that I first learned the mysteries of the Art Preservative of Arts, besides it was in the printing office that the most was to be feared, as it contained the *Journal* outfit, the Annual Report for 1894, almost completed, besides hundreds of photo-engravings, wood-engravings, and thousands of other things that go to make up a first class office. The editor's books of record, memorandum, etc., it occurred to me should be saved, and for that purpose I

ed during the years 1868-1869, and eight years ago moved back about twenty yards to make place for Fort Washington Ave. The total cost of the building is \$25,000, the contents about \$15,000, making it \$40,000 in all. The building was insured for \$15,000, and contents \$3,000. So it will be seen that the school loses \$22,000. The Board of Directors met at the institution, the day after the fire, and decided to have a new building erected at the earliest possible moment, to be either fire proof or a slow burning building. At this writing I am not able to give the plans of the new building, but will probably be able to do so in the next SILENT WORKER.

The *Deaf-Mutes' Journal* was printed this week in the office of the New York *Observer*, through the courtesy of Rev. Dr. Charles A. Stoddard. The next issue will also be printed there. After that it will be done at the school, the first floor of the cottage hospital having been selected for that purpose. The loss sustained by the in-

needs revision, it being a list of three weeks before the fire, since which time many changed their addresses. The clearing of the ruins has begun. It is not yet known if anything will be found uninjured.

## EASTER SUNDAY IN NEW YORK.

Early Easter Sunday morning, the prospect for a fine day was not very bright; gray clouds covered the sky, and there was in the air a presence of moisture, but by eleven o'clock the sun had scattered the clouds that formed a curtain between him and the prospective parade on Fifth Avenue. Of course every body goes to church on Easter Sunday, in New York City at least. The majority of our silent folk attend divine worship in the afternoon at St. Ann's and St. Francis Xavier churches. Indeed, St. Ann's church was well filled, so was Xavier's. Rev. Dr. Gallaudet conducted service at St. Ann's, and at St. Francis Xavier Rev. Father J. M. Stadelman, S. J., officiated.

The Fifth Avenue Hotel was throught



RUINS OF THE TRADE SCHOOL BUILDING.

From a photograph by C. J. LeClercq, the deaf illustrator, and etched on a Chalk Plate in the Art Department of the New Jersey School.

fact that no lives were lost must be commented upon, as the fire must have started not later than 11 A.M., at a time when several of the male help connected with the institution, who occupy a space next to the printing office on the top floor, had, save one, retired for the night.

The first thing done after the fire was discovered was to send out an alarm, which was done promptly from the institution signal box. In the meantime the house alarm, warning the teachers and officers of the fire, was also sounded from the electric bells which were last year put up for that purpose. Those who are deaf were aroused, and all were soon ready to render whatever help was desired of them. There was at no time the least possible danger of the main building catching fire, but orders were given by the Principal to have all the pupils ready to leave the building at a moment's notice. Indeed, the safety

made efforts to do so, but by this time the Fire Department, which had been delayed, owing to the muddy roads, had arrived and took possession of the building, and permission was refused me. I had to content myself watching the fire at a distance, hoping against hope that the firemen would check the flames and save the building, but at no time did it seem as if they could do so. The wind was blowing at the rate of thirty-five miles an hour, and the fire, instead of abating, notwithstanding the streams of water that were poured upon it, seemed to increase in volumes, until it illuminated the darkness for miles around. The building, one hour after the fire was discovered, was considered doomed—the efforts of the Fire Department were then centred in saving the Power House and Laundry, which was erected last summer, and they had all they could do, to do so.

The trade school building was erect-

structors of the Trade School is great. Mr. Edward Clearwater loses a valuable tool chest, a present from his father, the late Mr. John H. Clearwater, the first foreman of the cabinet shop. Mr. John Lechthaler, the foreman of the shoe shop, loses many valuable things which he kept in the closet. By far the greatest loss is sustained by Mr. Edwin Allan Hodgson, Editor of the *Deaf-Mutes' Journal*, who, besides losing the remaining edition of his "Facts, Anecdotes and Poetry," also loses valuable Mss., papers and records accumulated during the past nineteen years, which will foot up to nearly \$1,000. Beside this, the art gallery is gone, which has always been the admiration of visitors. The *Journal* will continue to be published as heretofore.

A duplicate of the mailing list was saved. Those who fail to get their paper will confer a favor by at once notifying Mr. Hodgson, as the list

ed after church; the chief topic of conversation was the burning of the Trade School at Fanwood on the 8th inst. The enterprise of Editor Hodgson in getting out the *Deaf-Mutes' Journal* in so short a time after every thing had been destroyed, was also commented on.

The week beginning Monday, April 15th, was a week of entertainments. Those who have been complaining of lack of entertainments, strange to say, only attended one or two. The first was held in Brooklyn on Monday, the 15th inst., at the residence of Mr. and Mrs. John A. Dunlap. There were about fifty deaf-mutes present from Brooklyn and New York City. Not being present I am unable to give detailed account of what I am told was a very enjoyable party.

On Tuesday, the 16th, Rev. and Mrs. Gallaudet kept open house, and their numerous friends called to pay their respects.



On Wednesday, the 17th, theatricals and reception, given by the Ladies' Auxiliary Committee of the Gallaudet Half-Century Association were held at the Lexington Opera House Assembly Rooms, 58th street and Third avenue. The programme included the following farce, entitled.

"WANTED, A YOUNG LADY:"

ADELAIDE STIRLING, Mrs. A. M. Yankauer  
FRANK MITCHEL, Mr. Thos. F. Fox  
SIMEON SNOODLE, Mr. Wm. G. Jones

TABLEAUX.

- 1.—*Womens' Rights*,  
Miss Maggie Jones, Mr. C. J. LeClercq,  
Miss Martha Jaycox, Mr. A. Capelli,  
Mrs. A. Yankauer, Mr. A. Ballin,  
Miss Marion Ballin.
- 2.—*Trilby*,  
Miss Isabelle Hatch
- 3.—*In Love*,  
Miss Estelle Hatch  
Mr. Frank Avens
- 4.—*Betrothed*,  
Miss Martha Jaycox
- 5.—*The Peacemaker*,  
Miss Isabelle Hatch  
Miss Lucy Hand  
Mr. Frank Avens
- 6.—*Three little maids from school*,  
Miss Lucy Hand  
Miss Florence Hand  
Mr. C. J. LeClercq

Miss Maggie H. Jones was chairman of the Arrangement Committee, and worked hard for the success of the entertainment. Mrs. Alice Yankauer is entitled to credit for the success of the theatricals. She worked early and late, and now that it is all over she can at least have the satisfaction of knowing that her labors were not in vain, as it was a creditable entertainment. Many who were not present are now sorry, but it will be a long time, if ever, that the young ladies attempt to give another such entertainment. There were only about 150 in attendance. It was half-past eleven when the last event on the programme was over. The chairs were soon cleared, and the hall arranged into a ball room, fifteen minutes after the fall of the curtain for the last time. Prof. Lemlein's orchestra installed themselves on the stage and struck up a march, about forty couples taking part. Dancing was kept up till half-past one o'clock, when the affair broke up. No complaint was raised to this as too many had already left for their home, and the few re-

MENU		
OYSTERS		
Bluepoints		
SOUPS AND RELISHES		
Olives,	Green Turtle clear,	Radishes,
Celery		
FISH		
Broiled Spanish Mackerel		
Maitre d'hote		
1ST ENTREE		
Filet de Boeuf, Pique aux		
Champignons		
Green Peas, Cauliflower au Gratin		
2D ENTREE		
Coquilirs of sweetbreads, Lucullus		
Asparagus,		
Roman Punch		
ROAST		
Roast English Partridge, Currant Jelly,		
Chicory Salad		
Neapolitan Ice Cream, Assorted Fruits,		
Cheese		
CAFE NOIR.		

As Good as Hearing With His Legs.

The novelty of a telegraph operator who can scarcely hear a locomotive whistle working day after day at his instruments is one of the marvels presented in a telegraph station near this city. The man is about twenty-eight years old. He has been deaf since he was about three years of age as the result of an attack of scarlet fever.

Being so extremely hard of hearing, the child's sense of touch was developed to the degree usually possessed by blind persons. The slightest tap upon a table or upon a wall, the rolling of a wagon wheel along the street, and all similar sounds are conveyed to him by the consequent vibrations.

When about twelve years of age he undertook the study of telegraphy. Being a favorite with the operator at his home, he was given the run of the office. All the mystic signs, dots and dashes of the profession were explained to him. Day after day he could be seen sitting at the table with his knee pressed against it or resting his elbows upon it. He was literally feeling the messages as they were ticked off over the wire. Being naturally quick, it was but a short time until he was able to correctly read any messages coming into the office.



DINING ROOM—NEW YORK INSTITUTION FOR THE DEAF AND DUMB.

7.—*The reveries of a bachelor*,

His first Love . . . Miss Florence Hand  
The Barmaid . . . Miss Sarah Stein  
The Nurse . . . Miss Maggie Jones  
The Summer Girl . . . Miss Florence Hand  
The Gypsy . . . Mrs. Alice Yankauer  
The False Bride . . . Miss Martha Jaycox  
The Bride . . . Miss Isabelle Hatch  
The Bachelor . . . Mr. Anthony Capelli

8.—*An affair of honor*,  
Mr. A. Bachrach  
Mr. C. Le Clercq  
Miss M. Jaycox

9.—*An affair of the heart*,

Mrs. Alice Yankauer, Miss Estelle Hatch,  
Miss Isabelle Hatch, Miss Martha Jaycox,  
Miss Lucy Hand, Miss Florence Hand.

10.—*Going to a ball*,

Miss Martha Jaycox, Mr. Charles LeClercq,  
Miss Isabelle Hatch, Mr. Frank Avens,  
Miss Estelle Hatch, Mr. Arthur Bachrach,  
Miss Florence Hand, Mr. Anthony Capelli,  
Miss Lucy Hand, Mrs. Alice Yankauer.

WHICH SHALL I MARRY.

(A Farce.)

NAILEMSITE (a blacksmith), Mr. A. Ballin  
ALONZO SKIPJACK, (a young "gent"  
from London), Mr. John Hogan  
MARY MOO (a milkmaid), Miss M. Jones

maining didn't care much whether they remained or not.

Thursday, the 18th, again saw a large number of deaf-mutes together, this time assembled in the Guild Rooms of St. Ann's church (for the last time, as next week the church is to be torn down)—this gathering was to listen to tales and reminiscences of the church. Messrs. Fitzgerald, Barnes, Rev. Dr. Gallaudet, Rev. Mr. Chamberlain and others in turn told many interesting things in connection with the church.

Friday, the 19th, was an off evening, and I wonder if my friend, the grumbler, who always kicks because there are not enough entertainments given by the deaf, complained, as for ourselves, we were glad to retire early.

On Saturday, April 20th, the Fanwood Quad Club assembled at the Arena, where the newly elected officers were installed with what is known as the Annual Inaugural Dinner. The members present discussed the following:

Mr. Charles LeClercq was the toastmaster of the evening, and after all had done full justice to the above excellent dishes, he arose and quoted the following:

"Then let us mingle with a friendly bowl,  
The feast of reason and the flow of soul."

President Hodgson then was called upon to respond to the toast, "The Fanwood Quad Club." I need not repeat all he said, nor what the other speakers said after him, but suffice it to say that the Quadites enjoyed the after dinner speeches, and I can truly add that it was indeed a feast of reason, for is it not at such time that one finds himself at his best. Indeed, it was the best flow of oratory that it has been my fortune to listen (with my eyes). The deaf are sometimes eloquent, and methinks that a good dinner puts them in good humor, hence the annual banquets of the Fanwood Quad Club. A. QUAD.

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Only 50 cents a year.

Sending came just as easy and to-day after sixteen years' service at the key and sounder, he is just as fine an operator as there is in the country. Of late years his hearing has improved to such an extent that he can easily hear the sounder, but the old habit of listening with his knee or elbow still clings to him, and that is the way all his messages are read.—Pittsburg Commercial Gazette.

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## FOREIGN DEPARTMENT

Conducted by Thos. S. McAloney.

## Two Famous Deaf-Mute Artists.

MR. WM. AGNEW (whose portrait we present to our readers this month) first saw the light of day in Glasgow 45 years ago, and was educated by Duncan Anderson, Esq., whose memory is fondly cherished by the pupils who were brought up under his care. For about nine years he was employed as a book-binder, and thereafter was for four years



MR. WM. AGNEW.

with the late Mr. A. F. Strathern, Printer, a semi-mute who was doubtless well known to many of our readers. His experience in both of these places has been of immense value to him while acting on various committees connected with the deaf and dumb. Nearly twenty years ago he entered his present situation with Messrs Moncrief, Barr, Paterson, & Co., an eminent firm of writers in Glasgow. For nearly 25 years Mr. Agnew has taken a very active interest in all that concerns the welfare of the deaf and dumb. A few years ago he specially entered upon the work of procuring an Institute for the adults in Glasgow and the West of Scotland, and in the first place he communicated with Lord Rosebery whose hearty support was secured. Shortly afterwards Mr. Agnew approached Royalty itself and the result was that Her Majesty the queen not only agreed to give her name as patron, but kindly sent a donation of \$250 to the building fund, although she had not been asked for money. The Prince of Wales also sent a donation of \$50. The crowning point of Mr. Agnew's efforts was the Grand Bazaar held in St. Andrew's Hall on 19th, 20th, and 21st November, 1891. In every respect it was a great success, realizing about \$30,000. Mr. Agnew is a strong opponent of the oral method and most certainly he himself is a standing proof of how the combined system can educate a man. His objection to the oral method is chiefly on humanitarian grounds, and he states that he "knows it means mental, and consequently too often bodily slavery, none the less so, because it goes by another name." For inasmuch as "Knowledge is power," to deny a really good education to deaf-mutes is to put

them in the power of others. Mr. Agnew, however, believes and states that, "many oralists are good men, and working for what they consider a good object, but they do not know what we deaf folks know of the people they deal with, and we must try and open their eyes as well as enlighten the public." In addition to his other qualifications, Mr. Agnew is an artist of marked ability. One of his pictures, "Royal Condescension," was on exhibition in the Edinburgh Exhibition, 1890, and received honorable mention. Mr. Agnew is a gentleman of unbounded resource, and spares neither time nor trouble in furthering whatever object he has in hand. His services to the deaf and dumb in many ways have been very great.

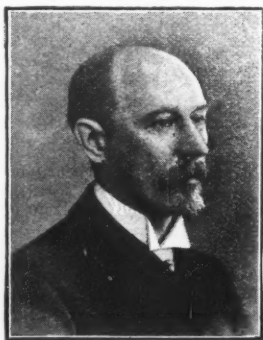
## THOMAS DAVIDSON.

Thomas Davidson was born January 17th, 1842, in London.

In blood he is Scotch, his family having originally come from Kelso, Scotland. At the early age of six he seems to have shown marked talent and inclination for drawing, and was accordingly sent as a private pupil to the late Mr. Thomas Watson, of the Old Kent Road Institute, to commence the rudiments of his art under the two Whichelos, senior and junior.

After some years' copying in crayon and water-colors his father sent him to the school of Art and Design, held at Marlborough House (now the Prince of Wales' town residence); from here he went for six months to Mr. Carey's, and hence to Matthew Leigh's in Newman street. Matthew Leigh was succeeded on his death by Mr. Heatherly, under whom Thomas Davidson continued studying until 1861, when he successfully passed his examination, and was admitted as a student into the Royal Academy, then situated in Trafalgar Square.

Here, working steadily, he passed through all the successive stages into the



THOMAS DAVIDSON.

"life" class, where he obtained two silver medals for a painting and drawing from the life.

Seven years after this—in 1868, the year of the International Exhibition—he shared for a year a studio in Paris with the late Mr. Claud Calthorp, attending M. Bonnat's atelier, near Boulevard de Cliche.

His first exhibit in the R. A. was in 1863, and in the intervening thirty-one years, he has exhibited there about twenty times. He has, besides, exhibited in almost all the

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provincial exhibitions, and at Glasgow. His notable pictures may be said to be: "Drink to me only with thine eyes," on the line of the Royal Academy, 1869, and of which it is interesting to note that the lady portrayed therein is now Mrs. Davidson; "Riding to the Tournament," "A Star in the East," "Roman in Britain," "Captives Britons in Rome," "Nelson's Last Signal at Trafalgar," and "Trafalgar."

Thomas Davidson is, and has been for twenty years a member of the Langham Sketching Club, which meets every Friday evening during winter months, from seven to ten o'clock, two hours being appointed for work and the remaining one for criticism.

According to his list Mr. Davidson has, from 1863 to the present date, painted about 450 pictures, not to speak of innumerable sketches.

At the present time he has taken to painting incidents in the life and career of his favorite historical character, Lord Nelson. A charming engraving of his "Signal" picture has been lately published by Mr. Arthur Lucas, of New Bond Street.

In this portraying of naval scenes Thomas Davidson may be said to have found his forte, for he paints out of a large fund of reserve thought and consideration, and spares no amount of pains and research to ensure the correctness of every detail of his intricate works.

Mr. Davidson has a large family. His second son, Douglas, is now an Academy student, and likely to follow successfully in his father's footsteps.

I am indebted to the *British Deaf-Mute* for the life sketches of Messrs. Davidson and Agnew.

\* \* \*

The new institution for the adult deaf of Glasgow, in the erection of which Mr. Agnew has taken such an active part, was opened on January 23d, amid great pomp and rejoicings, by Lord Blythswood. An exhibition of paintings and black and white sketches by deaf artists was held in the institute at the opening ceremony.

\* \* \*

Rev. F. W. G. Gilby, M.A., editor of the *Church Messenger* and Supt. of the Royal Association for the Deaf, London, has been appointed assistant inspector of schools for the deaf in England, taught by the manual method.

\* \* \*

The Fourth Congress of the British Deaf and Dumb Association will be held in Dublin early in August.

The Archbishop of Dublin will preach the opening sermon and give the delegates a garden party. This congress will be of an international character. Rev. Thomas Galaudet and other prominent men connected with the deaf in this country are expected to be present and take a part in the proceedings. Excursions will be given to the famous Lakes of Killarney, Cork City, and other beautiful places on the Dublin and Wicklow coasts. I hope much good to the deaf of Ireland, will result from this congress.

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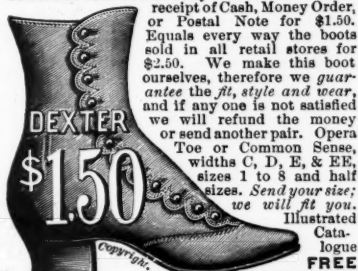
Trenton, N. J.

In the *Cosmopolitan* for December is a description of one of the most famous fireplaces in the world, and a legend about it. The fireplace is a beautifully carved one in a court room in Bruges, Belgium. It was really designed by Meister Gunot de Beaugran and Lancelot Bendeel. The following is the legend: Way back in the middle ages, about 1527, a workman lived in Bruges, named Andreas. He was a wood-carver and did such beautiful work that other workmen were jealous of him. Andreas had a little daughter, Marie, whom he loved very dearly. He had also living with him an old, rich uncle who was deaf and dumb. On Andreas's birthday his little girl had a surprise ready for him, and she hid in his work-shop to see his delight. A man came in who hated Andreas. He saw the old man and said, "Where is Andreas?" The old man could not hear and did not answer. The visitor was then angry and pushed the old man, so he fell and hit his head against the andirons, and was killed. Marie screamed and the man ran away. Andreas came in and lifted the old man up; the neighbors rushed in and when they saw Andreas holding the dead man they thought he had killed him. So poor Andreas was sent to prison; but they let him have his tools, and while he was in prison he planned and made this beautiful fireplace. The people were so astonished at his work that they gave him his freedom, but he had worked so hard that he only lived one day after he was released. "He had put his life into this great work."

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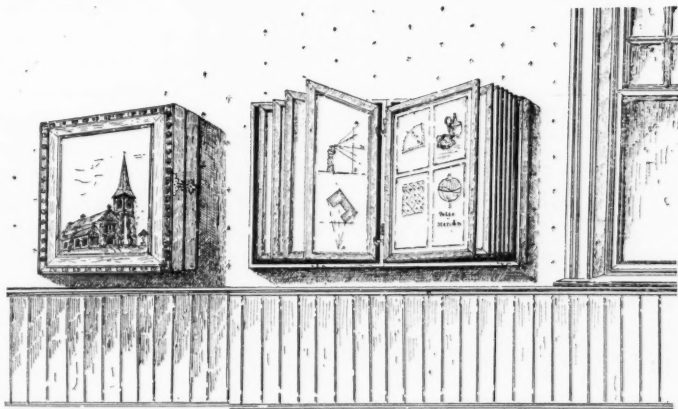
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